CORE CONTENT FOR ASSESSMENT – GRADES 5-7

		Recipe for a Fire	Stopping the Flames	Fire & Man – Friend or Foe	Hot Habitats	Plot Monitoring	Acre by Acre	Fire & Weather	Weather in you pocket	Firefighting costs Money
READING										
RD-M-x.0.1	Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.			X	X			X	X	X
RD-M-x.0.5	Formulate questions to guide reading.			X						
RD-M-x.0.6	Scan to find key information.			X	X					
RD-M-x.0.7	Skim to get the general meaning of a passage.			X	X					X
RD-M-x.0.8	Make predictions, draw conclusions, and make generalizations about what is read.			X	X					
RD-M-x.0.9	Reflect on and evaluate what is read.			X	X					
RD-M-x.0.10	Connect information from a passage to students' lives and/or real world issues.			X	X			X		X
RD-M-1.0.11	Explain the meaning of a passage taken from texts appropriate for middle-level students			X						
RD-M-1.0.14	Analyze the relationship between events in a story and a character's behavior.			X						
RD-M-1.0.15	Explain how a conflict in a passage is resolved.			X						
RD-M-2.0.11	Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.				X			X	X	X
RD-M-2.0.12	Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.			X	X					
RD-M-2.0.13	Identify supporting details and explain their importance in a passage.			X	X					
RD-M-2.0.14	Summarize information from a passage.			X	X					
RD-M-3.0.12	Identify an author's opinion about a subject.			X						
RD-M-3.0.13	Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.			X						
RD-M-3.0.14	Distinguish between fact and opinion.			X						
RD-M-3.0.15	Identify the argument and supporting evidence.			X						
RD-M-3.0.17	Identify bias and/or misinformation.			X						
RD-M-4.0.11	Locate and apply information for a specific purpose (e.g., following directions, completing a task).			X	X					
RD-M-4.0.12	Identify the sequence of activities needed to carry out a procedure.									
RD-M-4.0.13	Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.			X				X		X
RD-M-4.0.14	Interpret the meaning of specialized vocabulary.				X					

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WRITING										
WR-M-1.4	Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following: Letters; Speeches; Editorials; Articles in magazines, Academic journals, Newspapers; Proposals; Brochures; Other kinds of practical/workplace writing Characteristics of transactive writing may include: Text and language features of the selected form; Information to engage/orient the reader to clarify and justify purposes; Ideas which communicate the specific purpose for an intended audience; Explanation and support to help the reader understand the author's purpose; Well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose; Effective conclusions			X	X					X
MATHEMATICS										
Number/Computation										
MA-M-1.1.1	Rational numbers (integers, fractions, decimals, percents).	X							X	X
MA-M-1.1.3	Meaning of proportion (equivalent ratios).						X			
MA-M-1.1.6	Representation of numbers and operations in a variety of equivalent forms using models, diagrams, and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences).						X			
MA-M-1.2.1	Add, subtract, multiply, and divide rational numbers (fractions, decimals, percents, integers) to solve problems.	X				X				X
MA-M-1.2.2	Compute (e.g., estimate, use pencil and paper, use calculator, round, use mental math) large and small quantities and check for reasonable and appropriate computational results.	X				X	X			X
MA-M-1.2.3	Apply ratios, proportional reasoning, and percents (e.g., constant rate of change, unit pricing).						X			X
Geometry/Measurement										
MA-M-2.1.1	Basic geometric elements that include points, segments, rays, lines, angles, and planes.		X				X			
MA-M-2.1.2	Two-dimensional shapes including circles, regular polygons, quadrilaterals (square, rectangle, rhombus, parallelogram, trapezoid), and triangles (acute, obtuse, right, equilateral, scalene, isosceles).									
MA-M-2.1.4	Congruence, symmetry, and similarity.						X			
MA-M-2.1.5	U.S. Customary and metric units of measurement.					X	X		X	
MA-M-2.2.1	Identify characteristics (e.g., sides, vertices, angles, faces, edges, congruent parts) of two-dimensional and three-dimensional shapes.									
MA-M-2.2.2	Use appropriate tools and strategies (e.g., combining and subdividing shapes) to find measures of both regular and irregular shapes.					X	X			
MA-M-2.2.4	Estimate measurements in standard units.						X			
MA-M-2.3.1	How measurements and measurement formulas are related or different (perimeter and area; rate, time and distance; circumference and area of a circle).						X			
MA-M-2.3.3	How proportional figures are related (scale drawing, similar figures).						X			

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Probability/Statistics										
MA-M-3.1.2	Meaning of dispersion (range, cluster, gaps, outliers)					X				
MA-M-3.1.3	Characteristics and appropriateness of graphs (e.g., bar, line, circle), and plots (e.g., line, stem-and-leaf, box-and-whiskers, scatter).					X				
MA-M-3.2.1	Organize, represent, analyze, and interpret sets of data.	X				X	X		X	
MA-M-3.2.2	Construct and interpret displays of data (e.g., table, circle graph, line plot, stem-and-leaf plot, box-and-whiskers plot).					X			X	X
MA-M-3.2.3	Find mean, median, mode, and range; recognize outliers, gaps, and clusters of data.					X	X			
MA-M-3.2.5	Make predictions and draw conclusions from statistical data and probability experiments.					X	X			
MA-M-3.2.6	Use counting techniques, tree diagrams, area models, and tables to solve probability problems.					X	X			
MA-M-3.3.1	How different representations of data (e.g., tables, graphs, diagrams, plots) are related.					X	X			X
MA-M-3.3.3	How data gathering, bias issues, faulty data analysis, and misleading representations affect interpretations and conclusions about data (e.g., changing the scale on a graph, polling only a specific group of people, using limited or extremely small sample size).					X	X			
MA-M-3.3.4	How probability and statistics are used to make predictions and/or draw conclusions.					X	X			
Algebraic Ideas										
MA-M-4.1.3	Rectangular (Cartesian) coordinate system/grid and ordered pairs.					X				

SCIENCE

Physical Science										
SC-M-1.1.1	A substance has characteristic physical properties (e.g., density, boiling point, solubility) that are independent of the amount of the sample. A mixture of substances often can be separated into the original substances by using one or more of these characteristic physical properties.									
SC-M-1.1.2	The chemical properties of a substance cause it to react in predictable ways with other substances to form compounds with different characteristic properties. In chemical reactions, the total mass is conserved. Substances are often classified into groups if they react in similar ways.	X								
SC-M-1.2.1	The motion of an object can be described by its relative position, direction of motion, and speed. That motion can be measured and represented on a graph.							X	X	
SC-M-1.2.3	When an unbalanced force acts on an object, the change in speed and/or direction depends on the size and direction of the force.							X		
SC-M-1.3.1	Energy is a property of many substances and is associated with heat, light, electricity, and sound. Energy is transferred in many ways.	X								
SC-M-1.3.2	Heat energy moves in predictable ways, flowing from warmer to cooler ones, until both objects reach the same temperature.							X		
SC-M-1.3.4	The Sun is a major source of energy for changes on Earth's surface. The Sun loses energy by emitting light. A tiny fraction of that light reaches Earth, transferring energy from the Sun to Earth.					X				

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Earth and Space Science										
SC-M-2.1.6	Earth is surrounded by a relatively thin blanket of air called the atmosphere. The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor. The atmosphere has different properties at different elevations.							X		
SC-M-2.1.7	Global patterns of atmospheric movement influence local weather. Oceans have a major effect on climate, because water in the oceans holds a large amount of heat.							X	X	
SC-M-2.2.1	The Earth's processes we see today, including erosion, movement of lithospheric plates, and changes in atmospheric composition, are similar to those that occurred in the past. Earth's history is also influenced by occasional catastrophes such as the impact of an asteroid or comet.							X		
SC-M-2.3.4	The Sun is the major source of energy for Earth. The water cycle, winds, ocean currents, and growth of plants are affected by the Sun's energy. Seasons result from variations in the amount of the Sun's energy hitting Earth's surface.					X		X	X	
Life Science										
SC-M-3.2.1	All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.				X					
SC-M-3.5.1	A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem.			X						
SC-M-3.5.4	The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem.			X	X					
Scientific Inquiry										
	Students will: ❑ Refine and refocus questions that can be answered through scientific investigation combined with scientific information. ❑ Use appropriate equipment, tools, techniques, and mathematics to gather, analyze, and interpret scientific data. ❑ Use evidence (e.g., computer models), logic, and scientific knowledge to develop scientific explanations. ❑ Design and conduct scientific investigations. ❑ Communicate (e.g., write, graph) designs, procedures, observations, and results of scientific investigations. ❑ Review and analyze scientific investigations and explanations of other students.					X	X		X	

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Applications/Connections										
	Students will describe how science helps drive technology and technology helps drive science. Because perfectly designed solutions do not exist, technological solutions have intended benefits and unintended consequences.						X	X	X	
	Students will describe the individual's roles and responsibilities in the following areas: changes in populations, resources and environments including ecological crises and environmental issues, natural hazards, science and technology in society, and personal and societal issues about risks and benefits.			X	X					
	Students will demonstrate the role science plays in everyday life: past, present, and future. Science is a human endeavor. Men and women of various social and ethnic backgrounds engage in activities of science (to include careers in science). Scientists formulate and test their explanations of nature using observations, experiments, and theoretical and mathematical models. It is part of scientific inquiry to evaluate the results of scientific investigations, experiments, observations, theoretical models, and the explanations proposed by other scientists.					X	X	X	X	
SOCIAL STUDIES										
Culture and Society										
SS-M-2.1.1	Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.			X						
SS-M-2.2.1	All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.			X						
SS-M-2.4.1	Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.			X						
SS-M-2.4.2	Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.		X							
Economics										
SS-M-3.1.2	To make informed choices, consumers must analyze advertisements, consider personal finances, and examine the opportunity cost.				X					
SS-M-3.3.1	Prices of goods and services are determined by supply and demand. The market price is reached when quantity supplied equals quantity demanded.									X
SS-M-3.3.2	Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save.									X
SS-M-3.3.3	Competition among buyers and sellers impacts the price of goods and services.									X
SS-M-3.4.3	Personal, national, and international economic activities are interdependent.									X
Geography										
SS-M-4.1.1	Maps (e.g., map projections – Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.		X					X		
SS-M-4.1.2	Different factors (e.g., rivers, dams, developments) affect where human activities are located and how land is used in urban, rural, and suburban areas.			X						

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SS-M-4.2.1	Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.			X						
SS-M-4.2.2	Places and regions change over time as new technologies, resources, and knowledge become available.			X						
SS-M-4.2.3	Regions can be different in size and defined in different ways.							X		
SS-M-4.3.1	Human settlement develops in different ways based on the culture and needs of settlers.			X						
SS-M-4.3.2	Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.			X						
SS-M-4.4.1	Technology assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area).		X	X						X
SS-M-4.4.2	The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).			X				X		
SS-M-4.4.3	The natural resources of a place or region impact its political, social, and economic development.			X						
SS-M-4.4.4	Individual perspectives impact the use of natural resources (e.g., watering lawns, planting gardens, recycling paper).		X	X						
History										
SS-M-5.1.1	Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events.			X						
SS-M-5.1.2	Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.			X						
SS-M-5.1.3	History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.		X	X						
SS-M-5.2.3	The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).			X						
PRACTICAL LIVING/VOCATIONAL STUDIES										
Health										
PL-M-1.1.1	Individuals have personal rights and responsibilities (e.g., cooperation, communication, patience) when dealing with others (e.g., families, classmates, teams).		X	X		X	X	X		
PL-M-1.1.3	Communication, cooperation, rules, and respect are important to the effective functioning of groups.	X	X			X	X	X		
PL-M-1.6.3	Using safety strategies (e.g., walking in opposite direction of violence, staying calm in dangerous situations) and wearing protective gear (e.g., helmets, knee pads, elbow pads) reduce the incidence of injury or death.									X
PL-M-1.8.1	The use of appropriate strategies (e.g., assertiveness, refusal skills, decision-making techniques) are positive ways to cope with peer pressure.		X							

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Physical Education										
PL-M-2.1.1	Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.									X
PL-M-2.2.2	Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.		X				X			X
PL-M-2.2.3	Frequency, intensity, and time/duration are the principles of fitness training and conditioning.									X
PL-M-2.3.1	Knowledge of offensive and defensive strategies in games and/or sports makes them interesting and enjoyable.		X							
PL-M-2.3.2	Rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during games are necessary.	X	X					X		
Consumerism										
PL-M-3.1.1	A comparison of needs vs. wants will influence consumer decisions.				X					X
PL-M-3.1.2	Products and services are compared and evaluated based on a range of considerations (e.g., price vs. quality, generic vs. name brand, comparison shopping vs. impulse shopping, immediate availability vs. advance ordering.				X					X
PL-M-3.1.4	There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks).				X					
PL-M-3.1.5	Environmental issues (e.g., pollution) should be considered when making consumer decisions (e.g., recycling, reducing, reusing).			X						
PL-M-3.3.1	A range of resources and services are provided by community agencies: public health department, fire department, police department, family resource centers, hospitals, nonprofit organizations (e.g., American Heart Association, American Red Cross, American Cancer Society).	X	X	X						X
PL-M-3.3.2	Improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.		X							X
Vocational Studies										
PL-M-4.1.1	People work to provide for their wants (e.g., entertainment, hobbies, brand-name clothing/shoes) and needs (e.g., food, clothing, shelter) and often for personal satisfaction (e.g., self-worth).			X						X
PL-M-4.1.2	Work (e.g., manufacturing, construction, health care, food services) is important to society because it provides necessary goods and services for individuals and groups.			X				X		X
PL-M-4.1.3	Jobs and career opportunities (e.g., manufacturing, business/industry, food services, natural resources, entertainment) vary within and among communities and global regions based, in part, on available resources.									X

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PL-M-4.1.4	New jobs and careers emerge and others are deleted due to the needs of society (e.g., increased need for nursing home care due to people living longer, day care due to more people working).									X
PL-M-4.2.1	Interests and abilities can be identified through a variety of means (e.g., formal assessment, trying new experiences, job fair).					X		X		X
PL-M-4.2.2	Jobs and careers differ in ways that match a person's interests, aptitudes, and career goals (e.g., salary, benefits, demands of job, work environment).									X
PL-M-4.2.3	There are resources (e.g., Internet, government, publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) available for locating job and career information.							X		X
PL-M-4.2.4	There are various postsecondary options available (e.g., technical or vocational schools, 2-year college, 4-year college, apprenticeship, military service).									X
PL-M-4.3.2	The work habits and work ethics (e.g., cooperation, respect, time, management, team/individual responsibilities) of an individual can impact the success of a group.		X			X	X	X		X
PL-M-4.4.1	Certain academic skills (e.g., communication, research, math, science) are important to specific jobs or careers.	X				X	X	X		X
PL-M-4.4.3	Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task.		X			X	X	X		X